Explain a	ny negative response					
Identify a	rea(s) of greatest strength					
Identify a	rea(s) needing significant improv	vement				
Overall in	npression of presentation					
Overall ra	ating of presentation					
	UNAC	CEPTABLE	CONDITIONALLY ACCEPTABLE		ACCEPTABLE	
KEY:	NA = NOT APPLICABLE	UA = UNACCEPTABLE	CA = CONDITIONALLY ACCEPTABLE	A = ACCEPTABLE		
			4			
		_				

**INSTRUCTOR EVALUATION** 

	11401110010						
INSTRUCTOR	DATE		EVALUATOR				
	TIME: START	STOP					
SUBJECT	DEPARTMENT/SCHOOL		COURSE				
					1	1	
I. INTRODUCTION				NA	UA	CA	Α
A. ATTENTION							
Attracts attention. Related to subject. Does not offe	nd.						
B. MOTIVATION     Positive statement. Realistic and relevant to job and	target population.						
C. OBJECTIVE States ACTION, CONDITIONS and STANDARD in c	lear concise terms	concise terms.					
•	iear, concise terms.						
D. SAFETY STATEMENT States safety precautions in classroom or training en							
E. RISK ASSESSMENT Identifies mission and training requirements, risks, as	ccident probability and hazard ex	kposure.					
F. ENVIRONMENTAL CONSIDERATIONS Relates to preserving training areas and local laws.							
G. EVALUATION States HOW, WHEN and WHERE the TLO will be te	sted.						
H. INSTRUCTIONAL LEAD-IN							
Relates lesson to past and/or future instruction.							
II. BODY					UA	CA	Α
A. EMPHASIS OF MAIN POINTS     Clearly identifies and stresses main points frequently	r. Summarizes periodically.						
B. APPROPRIATENESS OF SUPPORTING MATERIALS Enhances clarity and augments explanations.							
C. KNOWLEDGE OF SUBJECT  Answers questions correctly. Explains accurately. F	telates to job situations. Seldom	refers to notes.					
D. CLARITY OF MATERIAL PRESENTED  Explains acronyms and new terms. Uses vocabulary	easily understood by students.	Employs examples.					
E. EVIDENCE OF PREPARATION     Ensures equipment, supplies and materials are read	y to use.						
F. OVERALL ORGANIZATION Follows lesson plan. Makes smooth transitions.							
COMMENTS							

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III.	SUMMARY AND CONCLUSION	NA	UA	CA	Α
	A. QUESTIONS				
	Solicits students' questions. Clarifies misunderstandings. Asks check questions.  B. SUMMARY				
	Affirms student accomplishment of objective(s). Reemphasizes key points.				
	C. CLOSING STATEMENT  Motivates students again.				
COM	MENTS				
IV.	INTERACTION WITH STUDENTS		UA	CA	Α
	A. CHECK STUDENT COMPREHENSION	[			
	Asks for questions frequently. Identifies difficulties. Clarifies misunderstandings.  B. STUDENT PARTICIPATION				
	Fosters active and voluntary participation. Attempts to involve all students.				
	C. DISCUSSION GUIDANCE Stimulates thought. Controls discussion. Avoids personal philosophy.				
	D. QUESTIONING TECHNIQUE				
	Uses clear, concise, purposeful questions that are distributed throughout the group. Uses APCE (ASK, PAUSE, CALL and EVALUATE) method.				
	E. HANDLING STUDENTS' QUESTIONS	ſ			
COM	Encourages students' questions. Remains composed and confident. Answers clearly and directly.  MMENTS				
OON					
٧.	TRAINING AIDS				
	A. SKILL IN USE OF AIDS				
	Displays organization. Good mechanical skills. Effective integration and presentation techniques.  B. QUALITY OF AIDS				
	Simple, concise, easily visible, clean and workable. Relates to objective(s).				
CO	MMENTS				
	2				
	2				
	2				
	2				
VI.	2 INSTRUCTOR QUALITIES		UA	CA	Α
	INSTRUCTOR QUALITIES A. CONTROL OF CLASS		UA	CA	A
	INSTRUCTOR QUALITIES  A. CONTROL OF CLASS Maintains order. Enforces policies. Responds effectively to disruptive behavior.		UA	CA	A
	INSTRUCTOR QUALITIES A. CONTROL OF CLASS		UA	CA	A
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